

## River Springs Elementary

115 Connie Wright Rd.

Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	835 Students	
<b>Principal</b>	Lynn B. Robertson	803-732-8147
<b>Superintendent</b>	Mr. TEC Dowling	803-732-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	0	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

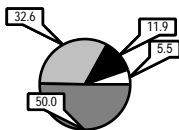
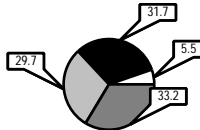
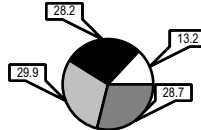
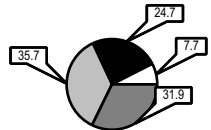
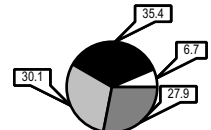
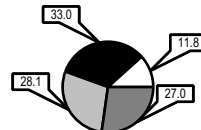
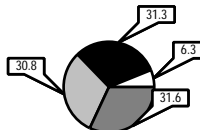
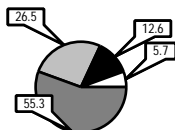
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	423	100.0	5.5	32.6	50.0	11.9	77.4	Yes	Yes
<b>Gender</b>									
Male	216	100.0	7.0	37.8	44.3	10.9	71.6		
Female	207	100.0	4.0	27.4	55.7	12.9	83.1		
<b>Racial/Ethnic Group</b>									
White	308	100.0	3.4	30.2	52.2	14.2	81.0	Yes	Yes
African American	92	100.0	12.9	40.0	41.2	5.9	63.5	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	394	100.0	4.3	32.4	51.9	11.5	79.4		
Disabled	29	100.0	21.4	35.7	25.0	17.9	50.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	423	100.0	5.5	32.6	50.0	11.9	77.4		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	418	100.0	5.5	32.4	50.5	11.6	77.4		
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	12.0	42.0	44.0	2.0	58.0	Yes	Yes
Full-pay meals	369	100.0	4.5	31.3	50.9	13.4	80.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	422	100.0	5.5	29.7	33.2	31.7	80.5	Yes	Yes
<b>Gender</b>									
Male	216	100.0	7.0	27.9	29.4	35.8	81.1		
Female	206	100.0	4.0	31.5	37.0	27.5	80.0		
<b>Racial/Ethnic Group</b>									
White	308	100.0	3.4	24.7	33.9	38.0	86.1	Yes	Yes
African American	91	100.0	10.7	50.0	31.0	8.3	60.7	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	393	100.0	4.8	29.8	33.2	32.2	81.2		
Disabled	29	100.0	14.3	28.6	32.1	25.0	71.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	422	100.0	5.5	29.7	33.2	31.7	80.5		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	100.0	5.3	29.7	33.2	31.7	80.9		
<b>Socio-Economic Status</b>									
Subsidized meals	53	100.0	12.2	44.9	26.5	16.3	63.3	Yes	Yes
Full-pay meals	369	100.0	4.5	27.6	34.1	33.8	83.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	422	100.0	13.2	29.9	28.7	28.2	56.9
<b>Gender</b>							
Male	216	100.0	15.9	26.4	26.4	31.3	57.7
Female	206	100.0	10.5	33.5	31.0	25.0	56.0
<b>Racial/Ethnic Group</b>							
White	308	100.0	8.5	27.1	31.9	32.5	64.4
African American	91	100.0	28.6	44.0	16.7	10.7	27.4
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	393	100.0	11.5	30.6	29.2	28.7	57.9
Disabled	29	100.0	35.7	21.4	21.4	21.4	42.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	422	100.0	13.2	29.9	28.7	28.2	56.9
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	100.0	13.1	30.0	28.5	28.5	56.9
<b>Socio-Economic Status</b>							
Subsidized meals	53	100.0	32.7	42.9	10.2	14.3	24.5
Full-pay meals	369	100.0	10.5	28.1	31.3	30.1	61.4

<b>Social Studies</b>							
All Students	422	99.8	7.5	35.8	32.0	24.8	56.8
<b>Gender</b>							
Male	216	99.5	6.5	32.5	33.0	28.0	61.0
Female	206	100.0	8.5	39.0	31.0	21.5	52.5
<b>Racial/Ethnic Group</b>							
White	308	99.7	6.1	31.0	35.0	27.9	62.9
African American	91	100.0	13.1	53.6	23.8	9.5	33.3
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	393	99.8	7.0	34.9	33.1	25.0	58.1
Disabled	29	100.0	14.3	46.4	17.9	21.4	39.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	422	99.8	7.5	35.8	32.0	24.8	56.8
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	99.8	7.6	35.6	31.8	25.0	56.8
<b>Socio-Economic Status</b>							
Subsidized meals	53	100.0	18.4	49.0	22.4	10.2	32.7
Full-pay meals	369	99.7	6.0	33.9	33.3	26.8	60.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	136	100.0	3.7	11.0	61.0	24.3	85.3
	4	145	100.0	4.9	31.3	59.0	4.9	63.9
	5	133	100.0	8.3	44.7	42.4	4.5	47.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	139	100.0	2.3	13.1	54.6	30.0	84.6
	4	142	100.0	8.1	41.9	49.3	0.7	50.0
	5	142	100.0	5.9	41.9	46.3	5.9	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	136	100.0	4.4	44.1	35.3	16.2	51.5
	4	145	100.0	4.9	33.3	31.3	30.6	61.8
	5	133	100.0	8.3	26.5	26.5	38.6	65.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	139	100.0	3.8	35.4	33.8	26.9	60.8
	4	142	100.0	9.6	22.8	41.9	25.7	67.6
	5	141	100.0	3.0	31.1	23.7	42.2	65.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	139	100.0	7.7	32.3	35.4	24.6	60.0
	4	142	100.0	19.9	30.1	27.9	22.1	50.0
	5	141	100.0	11.9	27.4	23.0	37.8	60.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	139	99.3	0.0	28.7	37.2	34.1	71.3
	4	142	100.0	9.6	39.7	36.8	14.0	50.7
	5	141	100.0	12.6	38.5	22.2	26.7	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 835)</b>				
First graders who attended full-day kindergarten	99.3%	Up from 97.5%	98.3%	100.0%
Retention rate	0.9%	Up from 0.5%	1.2%	3.0%
Attendance rate	97.3%	Up from 97.1%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.6%	3.2%
Eligible for gifted and talented	35.0%	Down from 41.1%	36.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.9%	Down from 3.6%	5.1%	8.2%
Older than usual for grade	0.0%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 60)</b>				
Teachers with advanced degrees	53.3%	Up from 48.4%	59.0%	52.6%
Continuing contract teachers	90.0%	Up from 82.8%	90.8%	83.3%
Highly qualified teachers	89.3%	Down from 94.3%	92.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.5%	0.0%	0.0%
Teachers returning from previous year	79.4%	Up from 77.3%	89.8%	87.0%
Teacher attendance rate	94.7%	Up from 93.1%	94.8%	95.0%
Average teacher salary	\$42,308	Up 7.6%	\$43,258	\$41,703
Prof. development days/teacher	11.7 days	Up from 11.0 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.2 to 1	20.7 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 89.7%	90.5%	89.8%
Dollars spent per pupil*	\$5,965	Up 2.2%	\$6,066	\$6,242
Percent of expenditures for teacher salaries*	67.2%	Down from 67.8%	67.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

River Springs Elementary School faculty and staff provide exemplary instruction in a caring and safe environment for all students. Our faculty and staff share the same high expectations as do our parents: a safe, clean environment where all children experience academic success. Our community actively seeks a role in the education and celebration of our children.

Strong partnerships are paramount to the success of our students. Community and school collaboration is evidenced as River Springs was pleased to work with Publix as a business partner. Through their commitment to River Springs and support of the first ever Math Night, Publix was recognized as the District Business Partner of the Year.

The SIC at River Springs is comprised of elected parents, teachers, and appointed members from the community. The River Springs SIC has twice been recognized as one of South Carolina's exemplary SIC's with the Dick and Tunky Riley Award. The SIC annually develops a strategic plan to mirror the annual school improvement plan to assist the school administration to implement programs and address any concerns that arise. We are fortunate at River Springs to have a group of exceptional and dedicated volunteers.

Academic achievement is a major priority at River Springs. For the third consecutive year, River Springs has been recognized by the SC Education Oversight Committee for closing the achievement gap between white and non-white students. Our percentage of students meeting standards on PACT exceeded the district and state in Math, English, Language Arts, Science, and Social Studies. With advent of MAP Testing (Measures of Academic Progress) to the district, we utilized the computer adaptive test in grades second through fifth to identify growth in student learning and achievement. Five of our teachers have obtained National Board Certification.

We desire to constantly improve to meet the needs of our students. It is our mission to continue to encourage, motivate and challenge each student to meet the opportunities of the future.

Lynn Robertson, Principal  
Patrick Cobb, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	45	134	89
Percent satisfied with learning environment	93.2%	90.8%	90.8%
Percent satisfied with social and physical environment	100.0%	87.9%	93.2%
Percent satisfied with school-home relations	97.8%	88.6%	89.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.